



ATTACHMENT 2 (e)

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation & Assessment

Course Specification
SEMINAR IN LINGUISTICS
LANE 424
Faculty of Science and Arts, Khulais
University of Jeddah

Dr Saeed Khan
Spring 2016



Course Specification

Institution: University of Jeddah	Date of Report
College/Department-Faculty of Science and Arts, Khulais, Department of English and Translation	

A. Course Identification and General Information

1. Course title and code: LANE			
2. Credit hours: 3			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs): B.A.			
4. Name of faculty member responsible for the course: Dr Saeed Khan Sharafat			
5. Level/year at which this course is offered: Eighth Semester			
6. Pre-requisites for this course (if any)			
7. Co-requisites for this course (if any)			
8. Location if not on main campus: Khulais			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	70%	What percentage?	<input type="text"/>
b. Blended (traditional and online)	10%	What percentage?	<input type="text"/>
c. e-learning	20%	What percentage?	<input type="text"/>
d. Correspondence		What percentage?	<input type="text"/>
f. Other		What percentage?	<input type="text"/>
Comments:			



B Objectives

<p>1. What is the main purpose for this course? This course is an introduction to the syntax (sentence Structure) of Modern English. We will discuss the classification of words into syntactic categories, and how words can be combined into phrases and phrases into sentences. We will introduce the notion of constituent movement and will also discuss the function of words and phrases in the sentence as well as different verb complementation types.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) After successfully completing this course you should be able to:</p> <ol style="list-style-type: none"> 1. Introduce students to the various syntactic structures of English. 2. Introduce students to the most technical terms in the field of Syntax. 3. Expand students understanding and awareness of syntactic analyses. 4. Introduce students to a range of theoretical and practical approaches in relation to the study of syntax. 5. Teach students how to study various sentence patterns and analyze various sentence structures.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
1. Introduction	2	6
2. Phrases, word class and phrase class: the noun phrase	2	6
3. More classes of phrase: adjective phrase, adverb phrase, and prepositional phrase	2	6
4. The verb, the verb phrase and auxiliaries	2	6
5. The simple sentence and its tree structure	2	6
6. Noun phrases	2	6



7. Root sentence and subordinate clauses	2	6
8. Meaning and form, conclusion	2	6



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	42					
Credit						

3. Additional private study/learning hours expected for students per week. N/A

3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy:

- Assignments
- Tests
- Final Exam



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge: A broad understanding of Syntax		
1.1			
1.2			
2.0	Cognitive Skills		
2.1	Understand the various types of sentences and their patterns	Teaching input, Oral presentations, class room work	Oral presentations, homework, tests
2.2	Critically analyze the structure of sentences	Teaching input, Oral presentations, class room work	Oral presentations, homework, tests
3.0	Interpersonal Skills:		
3.1	Understand and take part in discussions and debates on Sentence structures and sentence patterns	Teaching input, Oral presentations, class room work	Oral presentations, homework, tests
3.2			
4.0	Communication, Information Technology, Numerical		
4.1	Be able to study and explain the structure of sentences	Teaching input, Oral presentations, class room work	Oral presentations, homework, tests
4.2			
5.0	Psychomotor		
5.1	Be able to perform syntactic analysis of word structures	Teaching input, Oral presentations, class room work	Oral presentations, homework, tests
5.2			



5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Student presentations, homework, class quiz	2	5
2	Test 1	4	15
3	Student presentations, class quiz	5	5
4	Mid-term Test	8	20
5	Student presentations, homework, class quiz	7	5
6	Test 2	12	15
7	Student presentations, class quiz	10	5
8	Final exam	17	30



D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Office Hours are displayed on the office door, besides students are usually encouraged to pop in at any time for questions.

E. Learning Resources

1. List Required Textbooks:

Roberts, N. B. (2011), *Analysing Sentences*, Longman



2. List Essential References Materials (Journals, Reports, etc.)

Crystal, D., *The Cambridge Encyclopedia of Language* (2nd edition)
(Cambridge: Cambridge University Press, 2003).

An illustrated survey of language and linguistics for the general reader.

Huddleston, R. and Pullum, G., *The Cambridge Grammar of the English Language* (Cambridge: Cambridge University Press, 2002).

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Chomsky, N., *Syntactic Structures* (Berlin: Mouton, 1957).

The classic work which introduced 'generative linguistics'. Most of the components of the theory have now been changed, but the fundamental insights remain startling.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Dictionaries, Software

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in



classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, Language lab, etc.)

The course requires suitable classroom equipped with a Smart Board and electronic projector. These facilities are provided by the university.



2. Computing resources (, Smart Board, software, etc.):

Projectors, speakers, Internet, CDs of dictionaries

5. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Microphone, headphones

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

Weekly assignments and practice of articulation

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

3 Processes for Improvement of Teaching:

Interaction between the teacher and students will be encouraged.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)



5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

1. Weekly assignments will be given.
2. Tests will be conducted.
3. Research in the field will be encouraged.

Faculty or Teaching Staff: _____

Signature: _____ **Date Report Completed:** _____

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____